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ABSTRACT

This report describes a systems approach toward an accountability program for a high school guidance department, the primary objective of which was to reduce the size of the "guidance universe" to manageable size, and to be responsible i.e., accountable. A commitment was developed to move toward a model of accountability, based not only upon what counselors did, but on outcomes in terms of observable student behaviors. The approach moved in several steps: (1) a detailed needs assessment and objective status assessment of on-going programs were undertaken; (2) a guidance model was built; (3) a program based essentially upon student needs was designed; (4) an implementation schedule and evaluation strategy for the program were programmed; (5) a task analysis to determine needed staff competencies to deliver the program was begun; and (6) the design of in-service training programs and transportable practitioner training "packages," was initiated. A series of guidance units emerged, based upon need statements and run through a counselor/teacher team. The program emphasized delivery of important aspects of guidance through the classroom, as an integral part of the existing curriculum and classroom activities. (Author/PC)

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TOWARD ACCOUNTABILITY

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A Report on the Mesa Approach to Career Guidance, Counseling, and Placement

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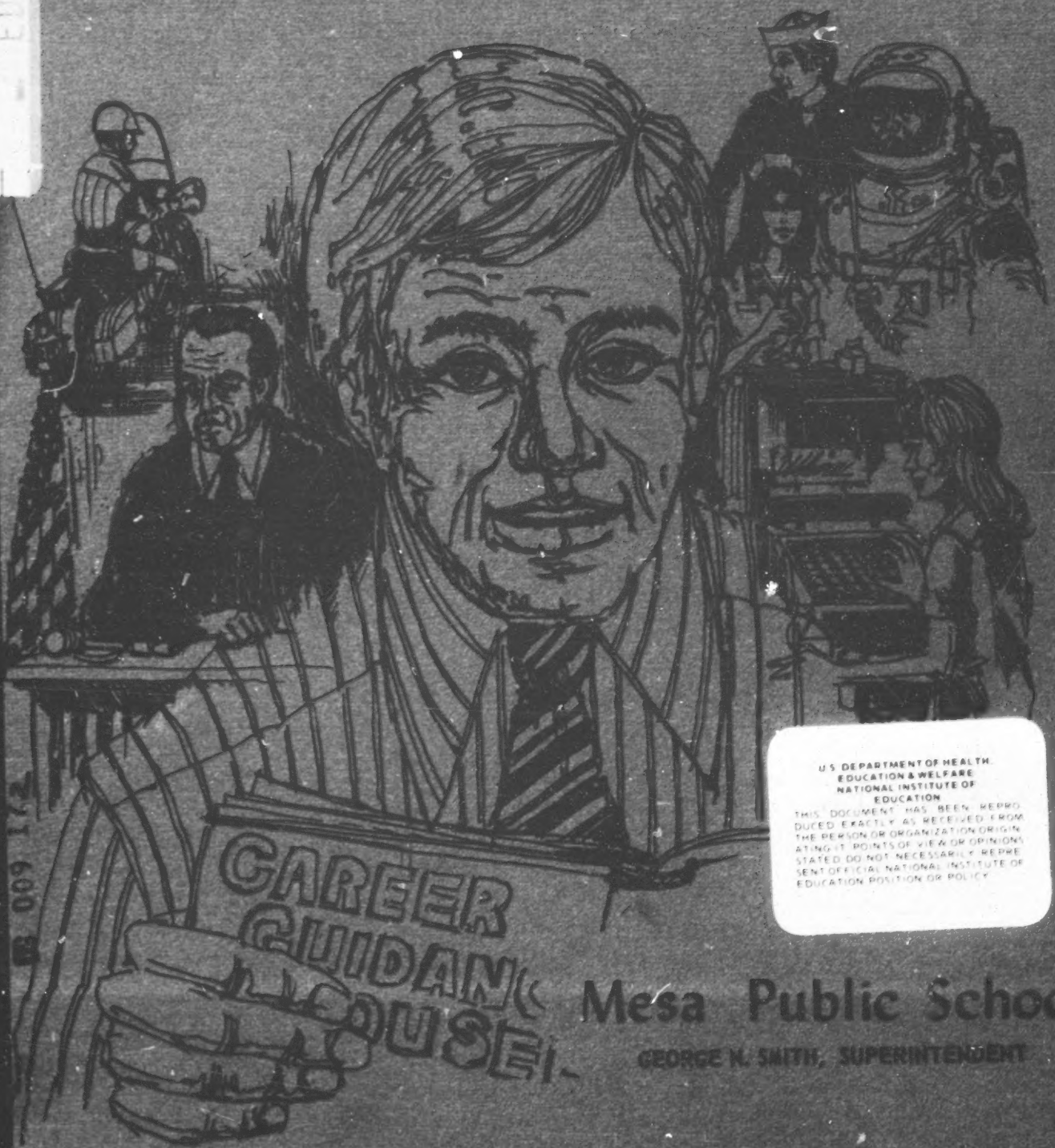

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TOWARD ACCOUNTABILITY: FOREWORD

Mesa Public Schools' Guidance Department has had over the years an excellent guidance program. However, there has been a growing discomfiture from guidance practitioners about how responsive, efficient and effective traditional guidance methodologies really are:

1. How functional and helpful were we for all students?
2. Were we spending 90% of our time with 10% of our students?
3. How did we "know" that what we were doing was having any lasting effect for good?
4. How could we move from what was essentially crisis counseling toward developmental or preventative programs?
5. Was the time of highly trained, competent counselors being used in the best way for young people?
6. How could we put priorities on our time and energy so that we were doing the "right" thing, at the "right" time, for the "right" person?

After much discussion and professional introspection, the personnel of the Guidance Department decided to "go for broke" toward an accountability program using what was essentially a systems approach.

Our main objective was, briefly stated, to reduce the size of our "universe" down to manageable size and then--within the parameters of this "new" definition of guidance--be responsible i.e., accountable. We were committed to move toward a model of accountability--based not only upon what counselors did--but rather based on results or outcomes in terms of observable student behaviors.

Briefly, the steps described in the body of this report are as follows.

1. Did a very careful, detailed needs assessment.
2. Did an objective status assessment of on-going programs.
3. Did a reconciliation of the "What is" with "What ought".
4. Built a guidance model based upon the outcomes of steps 1 and 3.
5. Designed a program based essentially upon student needs.
6. Programed an implementation schedule for delivery of the program to the target population.
7. Designed evaluation strategies to determine if, in fact, the program delivered its objectives.

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8. Built in a systematic evaluation and feedback system to insure that all parts of the program remained sensitive to changing student needs.
9. Began a task analysis to determine competencies required by practitioners to deliver the program.
10. Did a beginning competency analysis to determine present competency level of practitioners.
11. Began the design of in-service programs to bring practitioners to appropriate competency levels.
12. Began the development of transportable practitioner training "packages".

What has emerged is a series of guidance "units" based upon need statements administered through a teacher/counselor teaming relationship. A major emphasis is delivery of important aspects of the guidance program through the classroom--as an integral part of the existing curriculum and classroom activities.

The program has gone through the steps described and is being implemented K-12 on a limited basis in Mesa schools during this, the 1973-74 school year. The implementation strategy is to implement in stages over the next three years.

At the present time, there has been approximately twenty-two units pilot tested, field tested, revised and final printed for general use.

This number of units is, of course, only a beginning and a continuous cycle of development and revision must be maintained.

Initial evaluation results are encouraging and promise to continue to improve.

PROJECT FUNDING

It should be noted that what is being presented here is information on Mesa's third year of an ongoing, long range project in career guidance, counseling, and placement which is a pivotal part of the career education thrust. The funding for key parts of this project has been provided from several sources including local, state, and federal.

Three year funding to date includes:

Mesa Public Schools District Funds (2 years in kind)	$102,000
ESEA Title III (2 years)	63,214
Federal Part C Vocational Funds	73,000
Federal Part D Exemplary Funds	123,000

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I. INTRODUCTION TO THE MESA APPROACH

Education: A Troubled Status Quo

There are now approximately 34 million students in our country's public school system. Never before in the history of man have so much time, energy, and resources been invested in the education of young people. And never before have such high expectations been placed upon an institution of society as those imposed upon formal education.

Historically, few investments have paid off more handsomely, in both human and financial terms, than has our educational system. It has served as the support system of a highly complex, interdependent, technological society.

Despite its performance and potential, public education today is the target of a vast amount of criticism and negative comment. And indeed there are many indications that this very important component of society is in serious trouble. Some of these indications are:

1. Vandalism, arson, and malicious mischief, perpetrated primarily by students has become the major source of loss to school properties.

2. In excess of 800,000 students will drop out of school each year in this country. There has been no detectable decrease in our dropout rate since 1962. Another approximately one million are listed as "unaccounted for" and remain outside...many presumably have never attended school.

3. Drug abuse continues to be a dramatic problem. Doctors, educators, and drug abuse authorities state that as many as 35% of students are into the "drug scene," most with marijuana. This means that over 6 million students are taking drugs illegally.

4. Militancy and other manifestations of dissatisfaction have become at least one, if not the, most prominent characteristic of the teaching profession.

5. Schools have been criticized by contemporary authorities as not meeting the needs of students, as failing to promote significant student learning, and as teaching children that they are failures.

This incomplete list of education's ills is not designed to suggest that there is nothing good about the system, but rather to indicate that it does

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have major problems in need of solution. A wide range of treatments is currently being developed, including reforms in basic education, the humanities, in science, and in social studies. Perhaps the newest areas to receive significant attention, and the ones with which this booklet concerns itself, are career education and career guidance, counseling, and placement.

What are Career Education, Guidance, Counseling, and Placement?

Mesa's definitions of guidance and counseling contrast with traditional use of these terms. "Guidance" is the generic term. It includes instructional, counseling, placement, follow-up, evaluation, and support services based on individual planning and development needs of youths. "Guidance" signifies the total content and personal problem-solving process of programs aimed at helping students develop and protect their individuality and potential. This process aims at helping "each student become a problem solver" (planner, decision maker, implementer) in each career area.

On the other hand, "counseling" is an interpersonal procedure providing one alternative for helping youths achieve guidance-related objectives. Here, counseling personnel (i.e., counselors, teachers, paraprofessionals, school psychologists, etc.) interact with students individually or in groups in order to facilitate youth career planning and development.

"Placement" refers to those activities of counseling personnel and other guidance resources seeking to help clients select appropriate programs and activities, and to follow up the results of the selections, including providing clients with continuous assistance, if necessary. This includes in-school placement and assisting students to locate and participate in opportunities for out-of-school observation, "hands-on" experiences, and paid and volunteer work.

If these terms are defined at all in conventional guidance systems, the word guidance often has negative connotations (including authoritarian advice-giving and prescriptions of problem solutions), is given a very limited conceptualization, or is not clearly differentiated from the term counseling; placement is limited to the identification of jobs, training opportunities, or college and university programs.

The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. Thus, guidance programs may assist youth to set life or career goals in areas such as these:

1. occupations
2. education
3. personal and social behavior
4. learning how to learn
5. social responsibility (i.e., citizenship) development
6. leisure time activities

Conventional guidance programs often limit the definition of career to only educational and vocational choices. An explicit rationale, based on empirical evidence which explains why such a limited definition is justified, is rarely provided.

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This broad definition of career leads to a concept of career education which encompasses all areas of youth development. This orientation allows and encourages the fulfillment of a broad range of youth needs; it is contrasted to conventional systems in which priority attention is directed only toward preparing youths for their future educational and vocational experiences, therefore reflecting a limited and fragmented view of youth development. Career education should provide instruction and individual planning and development assistance tailored to each youth's personal characteristics, background or experience, needs, and career goals. Career education, therefore, is the combination of career guidance and career instruction and training. Each individual should repeatedly engage in individual planning: selecting his goals and planning alternate activities to achieve them. Guidance resources should be available to help youths assess their potential and limitations, discover their needs, delineate personal short-range and long-range goals and related objectives, and develop a program of studies to achieve these goals. Instruction (i.e., basic curriculum and training opportunities) must then be available in areas of career development to facilitate students' progress on their programs of studies. Thus, the organizing, humanizing core of career education must be in its personal needs and individual planning activities. Without this type of individual planning, career education imposes society's goals on youths or confuses students by not informing them of the goals and objectives of their instructional activities.

Thus, when the term career is used in this booklet and other Mesa publications, it should be interpreted in its broadest sense. Similarly, when guidance is mentioned, it should be understood that guidance subsumes counseling and placement. The latter two words are employed only when their distinct areas are being emphasized.

The Challenge of Career Guidance

The question which faces career guidance is whether it, as part of a troubled educational system, can become a more sensitive, more functional, and more efficient way to help students resolve their needs. Also, can this be done without destroying the role of guidance as an important humanizing force in education?

We think that the answer to both questions is a resounding "Yes." Our answer to the challenge of career guidance is a program that stresses accountability and performance evaluation by being responsive to the total range of the learner's needs. This program has evolved in response to the urgent need for change in guidance programs.

The Need For Change

Guidance literature is filled with studies depicting guidance, counseling, and placement as being in desperate need of revision. The kinds of problems and issues which repeatedly occur include the following:

uncertainty as to how much and what kind of school and community involvement the counselor should assume;

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- negative attitudes toward counseling on the parts of some teachers who may feel that counselors isolate themselves from other school personnel and fulfill unreal, structural, or administrative needs rather than the carefully defined needs of young people;

- confusion on the part of students as to what counselors can and should do for them;

- dropout rates which suggest that counselors, as well as other educators, have not done all they could do to resolve the problems and meet the needs of this part of their constituency;

- in-school dropouts who are turned off to school, who merely serve time, and who could greatly benefit from exposure to several aspects of career guidance (e.g., career awareness, self-awareness, and educational awareness) but who seldom venture into a counselor's office;

- counselors' frustrations such as being isolated from the educational world, being diverted from performing the duties for which they are trained, and not being able to reach large numbers of students with appropriate guidance services.

These are among the important problems which any revision of the roles of counseling personnel will have to take into account if it is to be successful.

The Conditions for Change

However desirable change may be, it must also be realistic. Guidance cannot do everything. It must define exactly what it can and should do, in light of the resources available: people, time, money, facilities, competencies.

Building a new program requires the input, participation, and support of the persons with the greatest expertise in this field: the counselors themselves. It also requires administrative support, the cooperation of others in the school setting, and the commitment of resources such as time to plan, outside expertise, supplies, facilities, and equipment.

Without such a broad base of support, efforts to change guidance will result in a flurry of activity among counselors but, when the dust settles, guidance will be found doing what it has done before: responding to the crisis needs of a few students and exigencies largely determined by institutional needs rather than serving the developmental needs of all students.

This last point refers to the central condition for effective change: the program to be designed must accept as its focal point the needs of the students it is to serve. In recognition of the point, the Guidance Department of Mesa Public Schools undertook to make the needs of students the hub around which to redesign all of its guidance activities.

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It was decided that Mesa's new approach would consist of a systematically planned and evaluated set of instructional and counseling activities which would be objectives-based. They would be delivered by counseling personnel, including teachers, counselors, aides, volunteers, and others, in a team approach and using an accountability model to help them, and others, determine the degree to which they delivered what they had planned.

The development and implementation of that new approach has now been going on for two years. This booklet describes the process.

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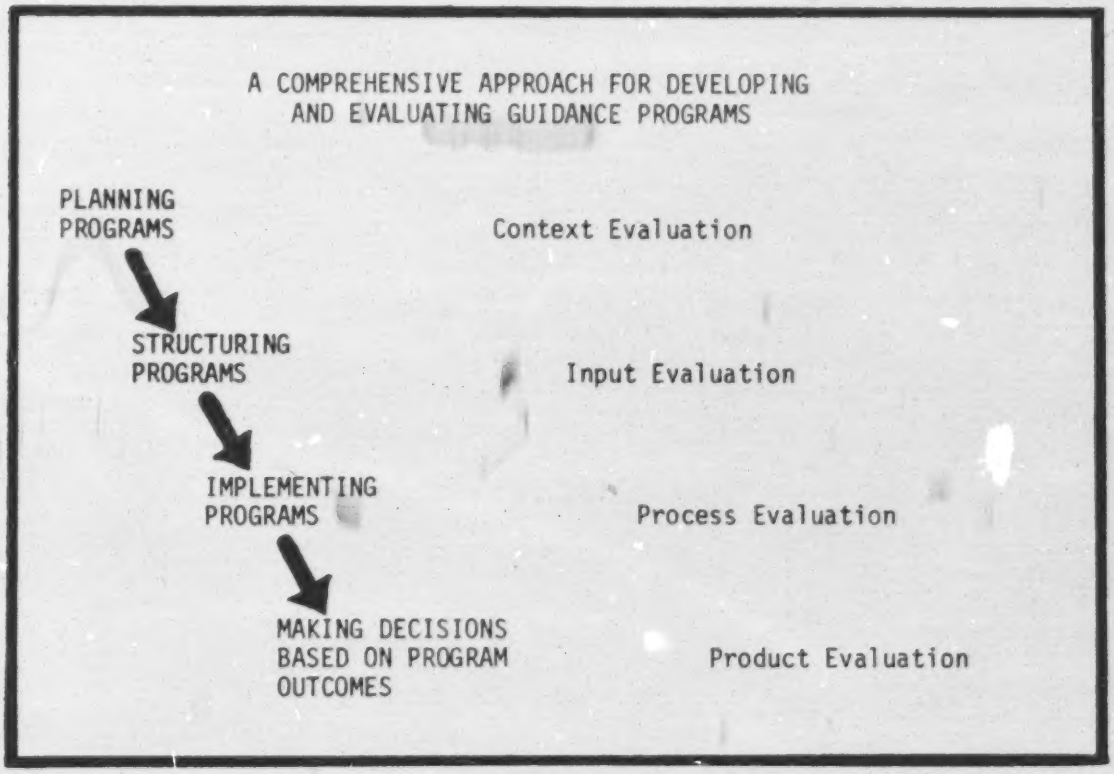
II. BLUEPRINT OF THE MESA GUIDANCE APPROACH

The task of constructing a new guidance approach required an overall blueprint, which is illustrated below.



Each of the four components named above represents an important phase associated with developing guidance programs and each component is accompanied by an appropriate type of evaluation. The remainder of this booklet summarizes each part of the "ideal" approach and then the extent to which Mesa Public Schools has implemented and evaluated each component. It is anticipated that the description of an ideal approach will serve as a prototype for other school districts that are interested in implementing model career guidance programs.

III. PLANNING GUIDANCE PROGRAMS

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Planning Tasks

In order to successfully plan a guidance program, the planner ideally should accomplish at least the following tasks:

- state the general purposes for which the program will be designed;
- describe the program's target population;
- assess the desired student outcomes (based on data gathered from students, parents, teachers, counselors and others;
- assess the status of each student in respect to these desired outcomes;
- specify the student needs (all differences between current and desired status) which the ideal program will try to resolve;
- state the resources and constraints which characterize the setting in which the program will operate; and
- state program goals and objectives for the proposed program which will reconcile differences between the ideal program and the constraints of the setting.

Context evaluation conducted during this initial phase entails assessing the effectiveness, efficiency, and desirability of each of the seven activities listed above. Input is constantly sought and used while plans are being formulated. Such input must be evaluated; thus, from the beginning the planner seeks continuous formative evaluation. The evaluation data in the planning phase focus upon describing the system into which a program is to be placed, such as available resources and personnel and demographic features of the school and community. These data will be helpful in stating youth and system needs and specifying goal statements related to the needs.

Assumptions Underlying Mesa's Planning Approach

As a part of determining the general purposes of Mesa's possible new career guidance programs, Mesa Public Schools felt it important to determine what philosophy, what set of underlying assumptions, should help to shape these programs. The following six assumptions emerged:

Assumption 1: Guidance must help develop and protect individuality.

Guidance programs must take the major responsibility in the educational system for helping to develop and protect the individuality of students.

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These programs must provide students, teachers, and parents with assistance so that each student can become aware of his needs and can develop and pursue immediate and long-range personal goals, together with related plans for achieving these goals, in a number of life areas of activity.

Assumption 2: Guidance must help students become effective problem solvers.

Guidance programs must help each student to be a problem solver -- i.e., a planner, a decision maker, a self-manager -- and help him acquire the knowledge and problem-solving skills required for "educated involvement" in solving problems within his own life and within society. These concepts assume that students are capable of learning how to develop and pursue their career goals and plans.

Assumption 3: Guidance should be available to all students.

Guidance programs must be based on students' needs and must serve all career-related needs of all students at each academic level, rather than only the needs of a selected group of students. Both immediate and long-range needs must receive attention as well as career needs in areas of behavior other than those related to educational and vocational choice.

Assumption 4: Guidance should be integrated with the educational process.

Guidance objectives and procedures must be integrated into the basic instructional process of the school to help each student and his parents recognize the relevance of the instructional program to youth career development by selecting and utilizing a unique set of instructional objectives related to his career goals.

Assumption 5: Guidance should be developmental as well as prescriptive or remedial.

To be comprehensive, a guidance system must include interventions directly with youths through both a developmental phase to maximize the prevention of problems and a prescriptive phase to help youths alleviate persistent problems. Indirect interventions in the youths' environment should not be neglected. They should be integrated closely with knowledge about each youth and his or her progress when such information is made available through the direct intervention phase of guidance. Information will stem from the assessment of youth needs and empirical data concerning those factors that either facilitate or impede meeting student needs.

Assumption 6: Counseling personnel must be able to evaluate their own effectiveness.

If a guidance system is to be responsive to the individual differences of the youths served, the effectiveness of different instructional and counseling strategies for helping youths meet their needs must be experimentally investigated. The purpose of these investigations would be to

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determine the most appropriate matching of student and strategy under specifiable conditions.

The above assumptions served as the initial ingredients of an explicit rationale developed for the guidance activities of Mesa Public Schools. Thus, all programs which are implemented in Mesa should be consistent with the basic assumptions listed here. In summary, the programs should provide resources and services:

1. to foster individual planning and development;
2. to help each student learn and use personal problem-solving skills;
3. to help all students meet their career needs;
4. to integrate guidance into the basic instructional process;
5. to provide career developmental as well as prescriptive, remedial, and crisis-oriented assistance; and
6. to evaluate program and counseling personnel costs, effectiveness, and efficiency.

Mesa Guidance: Purposes and Target Population

The overall purpose of the Mesa Public Schools guidance activities is to provide programs and services which fulfill the high priority career-related needs of students. Mesa decided to attempt to achieve this at the elementary, junior high, and senior high school levels. The target population for programs to be developed is the entire student population of Mesa Public Schools. Approximately 28,000 students attend grades K-12 in this district and it is anticipated that between 1973 and 1976 guidance programs will be implemented with students in each of these grades. The ethnic characteristics of these students are discussed below.

A June 1972 Mesa Public Schools study by Brickell and Aslanian of the Institute for Educational Development (New York) summarizied demographic characteristics of the district. The following description of grades 4-6 reflects data at all levels. Students in these grades are 51% female. Most (80%) are white, nearly 10% are Mexican-American, and 3% are American Indian. Approximately 800 Indian students attend Mesa schools from two reservations and through various placement programs. The remainder are primarily Black, Oriental, Puerto Rican, or have Spanish surnames.

Desired Student Outcomes Assessment

The procedure for assessing students' desired outcomes was designed by the American Institutes for Research (AIR), an outside agency selected to help with the total project. Participants were asked to rank outcomes representing students' desired status in four areas:

Intrapersonal -- How can students improve the way they feel about themselves?

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- Interpersonal -- How can students get along better with others.
- Academic Learning -- How can students learn better in school and elsewhere?
- Educational-Vocational -- How can students plan better for their future schooling and work?

Student participants were randomly selected from the 6th, 9th, and 12th grades in the Mesa Public Schools. An adult sample consisted of parents, teachers, counselors, and administrators. Subsequent planning activities directed at programs for primary students had to depend on adult opinions and extrapolations that were possible from the sixth-grade data. Assessments were not conducted with primary students because it was thought that they lacked the maturity needed for meaningful participation.

During 45-90 minute, small-group interviews the participants were given a deck of about 35 cards relating to each of the four areas. They were asked to indicate what they felt were the top five desired outcomes of students and the ones for which they felt students really wanted and would accept help. Blank cards were provided for participants who wished to make responses other than the ones already on the cards. Each respondent then indicated the eight top outcomes across all four decks and added:

1. suggestions for additional areas of outcomes;
2. reactions to the survey procedures;
3. comments on current and possible future guidance, counseling, and placement services in the schools.

AIR then provided a computer printout showing all the outcome statements in each of the four career guidance areas summarized by three types of tabulations:

1. The number of times each item was selected as one of the top five. This tabulation became the basic factor determining which outcomes were considered as top priorities by different groups of interviewees.
2. Data from the above tabulation were used to determine two types of rankings. First, a relative percentage was arrived at by totaling the number of times an item was selected in the top five choices and dividing it by the number of people in each group of participants This tabulation produced the ranks emphasized most in the planning activities. It provided a quick, first survey of priority outcomes.
3. A weighted mean which was arrived at by assigning 5 points for a first choice, 4 points for a second choice, etc. These points were then added and the total divided by the number of times an item was included in the first five choices. A rank order of the weighted means was also provided. This tabulation focused on the degree of importance interviewees attached to their top choices. It and a count of the number of times an outcome was selected as a first choice provided additional ways of ranking data (particularly tied percentages) summarized by the relative percentages.

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Data tables were made up for desired outcomes and ones with which students would accept assistance for each of the major respondent groups (adult, student) and for each of the more specific groups of adults (teachers, parents, etc.) and students (males and females at the various grade levels).

The computer printout was analyzed by three grade-level planning groups of counselors: elementary (using sixth-grade data), junior high (using ninth-grade data), and senior high (using twelfth-grade data). Since each level had its own peculiar needs and utilized different strategies, the results were reported independently for each level. Each planning group decided to categorize participants' open-ended statements into general areas of concern. The statements were then reviewed, discussed among members of the planning groups, and generalizations were drawn from them so these could be integrated into program decisions based on the more quantifiable data.

The following pages show at least the four or five top-ranked outcomes by grade level and by topic. In most cases, when the three planning groups combined the desired outcome and the wants assistance data, they gave most consideration to the outcomes with which students wanted, and would accept, assistance. Similarly, they stressed student data over adult perceptions except in situations where outcomes necessary for meaningful developmental sequencing had been omitted or minimized by students and/or adults.

TOP PRIORITY OUTCOMES AT THE ELEMENTARY GRADE LEVEL

Academic Learning

1. I need to read faster.
2. I need to improve my understanding of what I read.
3. I need to improve my ability to concentrate.
4. I need to know how to study better.
5. I need to understand how I am progressing in each class and how I can improve my work.

Educational-Vocational

1. I need to know what various jobs are like and how my special talents and interests will help me to do these jobs.
2. I need to know how the classes I take now fit my abilities, interests, and goals.
3. I need to know what I can do now to prepare for work that I want to do in the future.

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4. I need to learn more about the nature of the world of work and what I can expect on the job.

5. I need more responsibility in school in order to function better in jobs in the "real world."

Interpersonal

1. I need to solve the problems I have with my teachers.

2. I need to have at least one person I can be close to.

3. I need to be a better listener and more responsive to the feelings and needs of others.

4. I need to know more about the needs and feelings of others.

5. I need to be better able to give and to take love from others.

Intrapersonal

1. I need to get in touch with my feelings and understand how feelings affect my behavior.

2. I need to know more about myself.

3. I need to get less "up tight" when things go wrong.

4. I need to know more about the effects of drugs.

5. I need to be more satisfied with my life, my achievements, and myself.

TOP PRIORITY OUTCOMES AT THE JUNIOR HIGH LEVEL

Academic Learning

1. I need to read faster.

2. I need to improve my understanding of what I read.

3. I need to improve my ability to concentrate.

4. I need to know how to study better.

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5. I need to understand how I am progressing in each class and how I can improve my work.

6. I need to improve my work so I work at least up to my ability in school.

7. I need to overcome my feelings of boredom in class by finding the parts of my school work in which I can become interested.

Educational-Vocational

1. I need to understand my abilities, interests, and other characteristics.

2. I need to know what various jobs are like and how my special talents and interests will help me to do these jobs.

3. I need to know how the classes I take now fit my abilities, interests, and goals.

4. I need information about high school requirements for graduation.

5. I need to consider more than one alternative for what I should do after high school.

6. I need to know what I can do now to prepare for work that I want to do in the future.

7. I need to know what jobs are available to me.

Interpersonal

1. I need to solve problems I have with my parents better.

2. I need to have at least one person I can be close with.

3. I need to improve my ability to develop relationships with others and to have more friends.

4. I need to know how people feel about me.

5. I need to be better able to give and take love from others.

Intrapersonal

1. I need to get in touch with my feelings and understand how feelings affect my behavior.

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2. I need to be more satisfied with my life, my achievements, and myself.
3. I need to earn more money.
4. I need someone to talk to when personal problems arise.
5. I need to be more skillful in making decisions and solving problems.

TOP PRIORITY OUTCOMES AT THE SENIOR HIGH LEVEL

Academic Learning

1. I need to improve my memory.
2. I need to improve my understanding of what I read.
3. I need to improve my ability to concentrate.
4. I need to know how to study better.
5. I need to become more comfortable when giving information or speaking in class.

Educational-Vocational

1. I need to understand my abilities, interests, and other characteristics.
2. I need to consider more than one alternative for what I should do after high school.
3. I need to know how and where I can find occupational and educational information and guidance.
4. I need actual on-the-job experience to know what it's like to be employed and to learn more about jobs.
5. I need to know what jobs are available to me.

Interpersonal

1. I need to better solve problems I have with my parents.
2. I need to be a better listener and more responsive to the feelings and needs of others.

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3. I need to accept criticism better.

4. I need to have more confidence so I can be at ease with other people.

Intrapersonal

1. I need to be more satisfied with my life, my achievements, and myself.

2. I need someone to talk to when personal problems arise.

3. I need to set goals so I can stop drifting along with no particular purpose in life.

4. I need to be more skillful in making decisions and solving problems.

The results of this outcome assessment procedure specify the "ideal" or desired status of students' career planning and development. At long last, guidance people had some specific information about what students, teachers, parents, and other community members in Mesa really wanted for students and thus the top priority areas for attention in the guidance programs being planned were identified.

Current Status Assessment

The best way to ascertain the current status of students in relationship to various possible career planning and development outcomes would be to assess the students, using measurement instruments keyed to the outcomes statements such as those described in the preceding section. However, the development of such instruments is time consuming, as is their administration.

Mesa Public Schools decided to get at this information indirectly by identifying the present purposes and activities of Mesa guidance programs conducted by counselors at all academic levels. This made it possible to ascertain which outcomes currently received the most attention and to compare this information with the priorities suggested by the desired student outcomes assessment.

During March of 1972, Mesa Public Schools counselors completed questionnaires showing how their time was being used. The counselors were asked to approximate in percentages the amount of time spent during a complete school year in various areas of counseling. They also indicated the types of outcomes they attempted to help youths achieve through this counseling and the activities they used. These outcomes and activities were categorized in the same four areas as were the desired student outcomes: academic learning; educational-vocational; interpersonal; and intrapersonal. Additionally, categories such as registration, clerical tasks, attendance concerns, in-service training, and supervising clubs had to be added to encompass significant counselor activities.

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The data from counselors were combined to give a profile of how counseling time is spent at the elementary, junior high, and high school levels. These data are summarized in the three charts which follow.

CURRENT ELEMENTARY SCHOOL PROGRAM SUMMARY
(MARCH 1972)

I.	Academic Learning counseling	10%
II.	Educational-Vocational counseling	5%
III.	Interpersonal counseling	50%
IV.	Intrapersonal counseling	20%
V.	Conducting student registration	2%
VI.	Handling attendance concerns	3%
VII.	Conducting and receiving in-service training	10%
VIII.	Supervising clubs	0%

CURRENT JUNIOR HIGH SCHOOL PROGRAM SUMMARY
(MARCH 1972)

I.	Academic Learning counseling	12%
II.	Educational-Vocational counseling	10%
III.	Interpersonal counseling	36%
IV.	Intrapersonal counseling	27%
V.	Providing school support -- such as conducting student registration and handling non-counseling activities	10%
VI.	Providing teacher-staff counseling	3%
VII.	Conducting community activities	2%

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CURRENT HIGH SCHOOL PROGRAM SUMMARY
(MARCH 1972)

I.	Academic Learning counseling	
	-- helping students to learn better in school and elsewhere; helping them improve their study skills and habits	5%
II.	Educational-Vocational counseling	
	-- helping students plan better both their current and future schooling and work	10%
III.	Interpersonal counseling	
	-- assisting students to get along better with others	5%
IV.	Intrapersonal counseling	
	-- facilitating students to feel better about themselves as individuals	5%
V.	Conducting student registration -- schedule changing and orientation	66%
VI.	Handling attendance concerns	5%
VII.	Conducting and receiving in-service training	3%
VIII.	Supervising clubs	1%

These percentages are an important part of the baseline data collected in Mesa since they constitute a basis for comparing the current status with the desired status and outcomes of guidance programs.

Goals for Recommended Programs

When counselor planning groups compared the results of the desired and current status assessments, they found discrepancies which they resolved to eliminate. Their recommendations for improvements were expressed in the form of goal statements. These statements specify in a general way the student outcomes upon which the recommended Mesa programs will focus; they describe what payoff effective programs will have for students.

In May, 1972, the following goal statements were derived for the Mesa programs at each of the three academic levels:

ELEMENTARY SCHOOL PROGRAM GOALS

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Academic Learning Goals

1. The student will have thinking and problem-solving skills and will be able to apply these in his academic decisions.

Educational-Vocational Goals

1. The student will have a growing awareness of diversity in the world of work and an increasing sense of identity with that world.

Interpersonal/Intrapersonal Goals

1. The student will have thinking and problem-solving skills and will apply these in his social interactions.
2. The student will get in touch with his feelings and understand how they affect his behavior.
3. The student will have optimal communication skills and will communicate honestly and openly with others.
4. The student will initiate meaningful personal relationships with significant others and have an increased capacity to experience others as they really are.
5. The student will know more about himself.

To help students achieve these goals, Mesa elementary counselors consider the following to be an ideal allocation of counseling personnel time at the elementary school level:

RECOMMENDED ELEMENTARY PROGRAM SUMMARY	
I. Academic Learning counseling	5%
II. Educational-Vocational counseling	10%
III. Interpersonal counseling	10%
IV. Intrapersonal counseling	10%
V. Conducting student registration	0%
VI. Handling attendance concerns	0%
VII. Supervising clubs	0%
IX. Conducting and receiving in-service training	15%
X. Maintaining guidance program organization and implementation	30%
XI. Engaging in program research and development	20%

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The 1972 current status chart is available for comparison on Page 16.

JUNIOR HIGH PROGRAM GOALS

Academic Learning Goals

1. The student will improve his work, up to his ability in school.
2. The student will understand how he is progressing in each class and how he can improve his work.
3. The student will overcome his feelings of boredom in class by finding the parts of his school work in which he can become interested.
4. The student will improve his reading skills: speed, comprehension, and ability to concentrate.
5. The student will get help with academic learning problems for which he refers himself to counseling personnel.

Educational-Vocational Goals

1. The student will understand his abilities, interests, and characteristics.
2. The student will know what various jobs are like and how his special talents and interests will help him to do these jobs.
3. The student will know high school graduation requirements.
4. The student will consider more than one alternative for what he should do after high school.
5. The student will know what he can do now to prepare for work in the future.
6. The student will know what jobs are available to him.
7. The student will develop an understanding of how the classes he takes now fit his abilities, interests, and goals.
8. The student will get help with educational-vocational problems for which he refers himself to counseling personnel.

Interpersonal Goals

1. The student will improve his ability to develop relationships with others and to have more friends.
2. The student will know how people feel about him.
3. The student will have one person he can be close with.

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4. The student will be better able to give and receive love from others.

5. The student will be better able to solve problems he has with his parents.

6. The student will get help with interpersonal problems for which he refers himself to counseling personnel.

Intrapersonal Goals

1. The student will have someone to talk to when personal problems arise.

2. The student will be more satisfied with his life, his achievements, and himself.

3. The student will be more skillful in making decisions and solving problems.

4. The student will get in touch with his feelings and understand how feelings affect his behavior.

5. The student will be able to earn more money.

6. The student will get help with intrapersonal problems for which he refers himself to counseling personnel.

The junior high school recommended allocation of time was designated as follows:

RECOMMENDED JUNIOR HIGH PROGRAM SUMMARY

I.	Academic Learning counseling	13%
II.	Educational-Vocational counseling	9%
III.	Interpersonal counseling	33%
IV.	Intrapersonal counseling	33%
V.	Providing school support -- such as conducting student registration, and handling non-counseling activities	7%
VI.	Providing teacher-staff counseling	3%
VII.	Conducting community activities	2%

These "ideal" allocations contrast with the May 1972 actual allocations listed on Page 16.

In May, 1972, the following goal statements were derived for the senior high level:

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SENIOR HIGH PROGRAM GOALS

Academic Learning Goals

1. The student will improve his ability to concentrate.
2. The student will develop and improve his reading skills.
3. The student will develop those skills necessary to become more comfortable when giving information or speaking in class.
4. The student will acquire the skills and insights necessary to study better.
5. The student will improve his memory.

Educational-Vocational Goals

1. The student will understand his abilities, interests, and other characteristics.
2. The student will consider more than one alternative for what he should do after high school.
3. The student will have actual on-the-job experience in order to know what it is like to be employed and to learn more about jobs.
4. The student will know what he can do now to prepare for work in the future.
5. The student will know what jobs are available to him.

Interpersonal Goals

1. The student will better solve problems he has with his parents.
2. The student will be better able to accept criticism.
3. The student will be a better listener and be more responsive to the feelings and needs of others.
4. The student will have more confidence so that he can be at ease with other people.

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5. The student will be better able to solve special problems which emerge in personally difficult situations (related to drugs, liquor, pregnancy, etc.).

Intrapersonal Goals

1. The student will be more satisfied with his life, his achievements, and himself.

2. The student will have someone to talk to when personal problems arise.

3. The student will set goals so he can stop drifting along.

4. The student will be more skillful in making decisions and solving problems.

Thus Mesa counseling personnel at the senior high schools recognized that helping students to achieve the above goals would require a change in the way counseling personnel allocate their time. Therefore, they formulated the following "ideal" time allocation:

RECOMMENDED SENIOR HIGH SCHOOL PROGRAM SUMMARY

I.	Academic Learning counseling	10%
II.	Educational-Vocational counseling	20%
III.	Interpersonal counseling	20%
IV.	Intrapersonal counseling	20%
V.	Conducting student registration	0%
VI.	Handling attendance concerns	0%
VII.	Conducting and receiving in-service training	5%
VIII.	Supervising clubs	0%
IX.	Maintaining guidance program organization and implementation	10%
X.	Engaging in program research and development	15%

For an idea of the scope of change that was required, the above summary of recommendations may be compared with the May 1972 current status summary on Page 17.

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IV. STRUCTURING GUIDANCE PROGRAMS

Structuring Tasks

Following completion of the activities described in the previous section, it becomes possible to make decisions related to the specific structure of each proposed program. This process includes the following tasks:

- Specify measurable objectives for each guidance program.
- Indicate the target group of students who will participate in each program and their current skill levels relative to the objectives of the program.
- List all possible and available procedures and materials which can be used to help students attain their objectives.
- Choose the most appropriate procedures and materials for each program.
- Disseminate information about the programs to staff, students, parents, and others for their input.

Thus, in the structuring phase, the nature of the target population, goal statements, and conditions for evaluation provide the basis for considering and establishing strategies that can help participants achieve their performance objectives. The strategies can include activities of counseling personnel. Available methods, media, and materials can be used and new procedures and materials can be developed when the goals of each program demand them. Similarly, structuring decisions concern the design of activities that participants will perform to achieve their objectives. Thus, the process and product objectives of program personnel must be correlated with those of participants to provide options that are tailored to individual needs and that are based on a flexible set of alternatives.

Input evaluation accompanies this phase, assessing the effectiveness, efficiency, and desirability of the above types of structuring tasks. This evaluation utilizes the input of those who will be affected by the proposed programs to help ensure that the programs are of the best possible design and will have broad support when they are ready to be implemented.

Mesa Programs Objectives

For each of the goals which have been listed, counselors from the Mesa Public Schools generated a number of performance objectives. These objectives

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were structured in such a manner that any student who successfully achieved 75% of the evaluation items for an objective was considered to have achieved that objective.

Obviously there is not enough space in this document to list all such objectives, but a sample set employed at the senior high level is shown below.

> GOAL STATEMENT: The student will understand his abilities, interests, and other characteristics, and will use this information to facilitate more realistic career exploration.

PERFORMANCE OBJECTIVE 1: Given a list of five statements, each describing a different personal characteristic, the student will indicate in every case which type of personal characteristic is described: an ability, an interest, a value, a physical trait, or a personal-social behavior.

PERFORMANCE OBJECTIVE 2: The student will identify 3 major types of sources of information about himself that can affect his choices of school and vocational goals. Also, he will recognize one principal difference between the purpose of a score a student makes on a test in one of his classes and the purpose of a score he achieves on a personal assessment instrument.

PERFORMANCE OBJECTIVE 3: The student will show that he has collected and summarized, in a student log, information about himself in each of the five areas of personal characteristics. Given his student log, the student will explain how he evaluates information about himself in each of the five areas of personal characteristics.

PERFORMANCE OBJECTIVE 4: Given a counseling situation, the student will describe his personal assessment information to the satisfaction of a counselor.

In each case, objectives were developed and descriptions of desired criterion levels were incorporated into the objectives themselves. Breaking each goal statement down into appropriate objectives entailed the input of experts (teachers, counselors, and others) who were familiar with basic skills that are required for the successful attainment of more complex behaviors in the area of career planning and development.

The Specification of Procedures and Materials

The implementation section of this report details the target groups of specific programs planned for Mesa students. Once that determination was made, the consideration of how goals and objectives would be achieved became the next primary issue. Mesa counseling personnel began with brainstorming sessions which focused upon each goal statement. The ideas generated during these sessions were then evaluated, and the most feasible and desirable ones were further developed.

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The review of already available programs and materials led to the discovery of some resources suitable for adoption or adaptation. At this point, smaller groups of counselors were charged with organizing the resource information into a framework for the achievement of each goal and its accompanying objectives. This led to the development of student-centered, counseling-learning units keyed to objectives.

Although there may be several different theories on how best to attack the task of developing units, the method reported here is one that has been successfully used by Mesa counselors after several failures utilizing other techniques.

They began with the generally accepted belief that there exist three levels of knowledge:

1. Comprehension: knowing or being aware of the existence of data.

2. Application: applying knowledge gained at the comprehension level to a given situation so that knowledge is internalized.

3. Analysis: transferring knowledge from simulation applications to situations in a variety of areas within one's own life.

In the course of developing career guidance units, the major concern of the developers was to facilitate the movements of students from the comprehension level to the analysis level. This movement often entailed many more than three steps. Each step was put into its simplest form and written as a performance objective.

Mesa counseling personnel discovered that the best way of attacking the problem was by generating a flow chart for each goal. The chart indicates each level of knowledge and the associated student behaviors. This chart made it easier to visualize the process the student would be expected to go through, to experimentally re-arrange the different behaviors, and finally to have a blueprint for the development of learning materials and activities. A sample flow chart is displayed on the following page.

The completion of such charts allowed the listing of performance objectives in the sequence in which they should be mastered by the student. This was accompanied by a listing of the activities which the student might want to complete and the resources he might need. If acceptable alternatives were available, they were listed. All of these notes later helped those who actually wrote the units to provide alternatives for students of varying abilities and interests.

Counseling - Learning Units

Before the actual writing of units began, a suggested format was selected. Each student unit was to contain a learner's guide indicating the unit's intended outcomes and what the learner was expected to accomplish as he progressed through the unit. Sample test questions were given to show him the type of evaluation he should expect upon completion of the unit. Simple step-by-step directions were, of course, included. An

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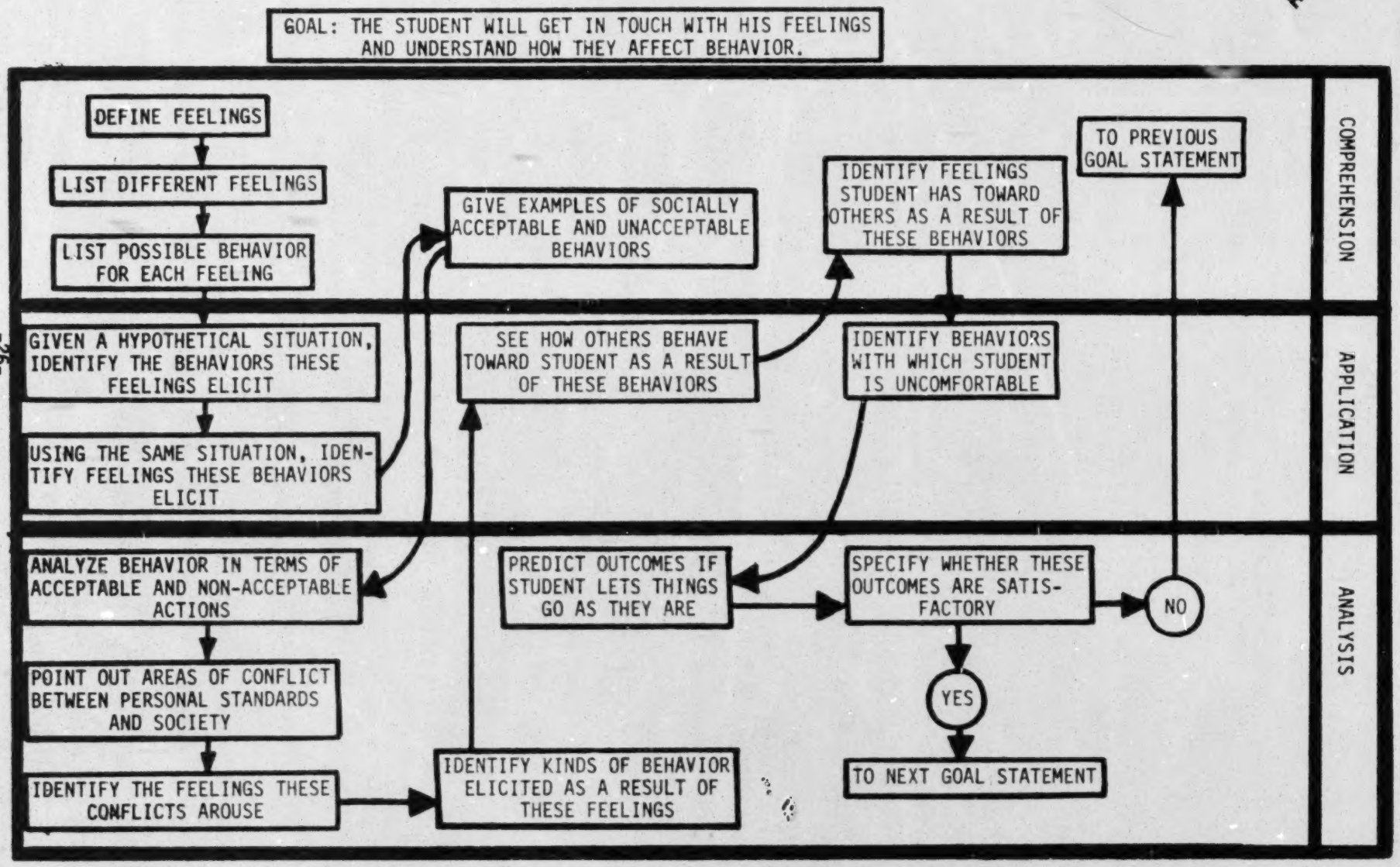
GOAL-RELATED ACTIVITY FLOW CHART


GOAL: THE STUDENT WILL GET IN TOUCH WITH HIS FEELINGS AND UNDERSTAND HOW THEY AFFECT BEHAVIOR.
DEFINE FEELINGS
LIST DIFFERENT FEELINGS
LIST POSSIBLE BEHAVIOR FOR EACH FEELING
GIVEN A HYPOTHETICAL SITUATION, IDENTIFY THE BEHAVIORS THESE FEELINGS ELICIT
USING THE SAME SITUATION, IDENTIFY FEELINGS THESE BEHAVIORS ELICIT
ANALYZE BEHAVIOR IN TERMS OF ACCEPTABLE AND NON-ACCEPTABLE ACTIONS
POINT OUT AREAS OF CONFLICT BETWEEN PERSONAL STANDARDS AND SOCIETY
IDENTIFY THE FEELINGS THESE CONFLICTS AROUSE
GIVE EXAMPLES OF SOCIALLY ACCEPTABLE AND UNACCEPTABLE BEHAVIORS
SEE HOW OTHERS BEHAVE TOWARD STUDENT AS A RESULT OF THESE BEHAVIORS
IDENTIFY KINDS OF BEHAVIOR ELICITED AS A RESULT OF THESE FEELINGS
IDENTIFY FEELINGS STUDENT HAS TOWARD OTHERS AS A RESULT OF THESE BEHAVIORS
IDENTIFY BEHAVIORS WITH WHICH STUDENT IS UNCOMFORTABLE
PREDICT OUTCOMES IF STUDENT LETS THINGS GO AS THEY ARE
SPECIFY WHETHER THESE OUTCOMES ARE SATISFACTORY
NO
YES
TO PREVIOUS GOAL STATEMENT
TO NEXT GOAL STATEMENT
COMPREHENSION
APPLICATION
ANALYSIS

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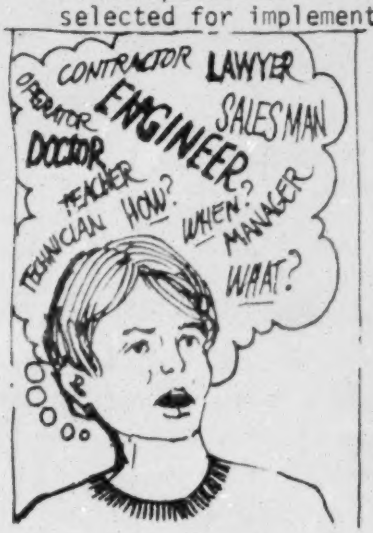
attempt was made to provide evaluation tests or techniques to help each youth and counseling personnel determine which unit objectives the student had achieved. In many cases these involved end-of-unit tests. For some units, staff, parent, peer, and self checks on progress defined by checklist items were employed. As much of the reading material as possible was incorporated in separate student booklets to minimize the problem encountered when a large number of students must need the same book, magazine, or other material at the same time. Mesa Public Schools contracted with individuals or groups of teachers and counselors to write units most closely related to their areas of experience, expertise, and interest.

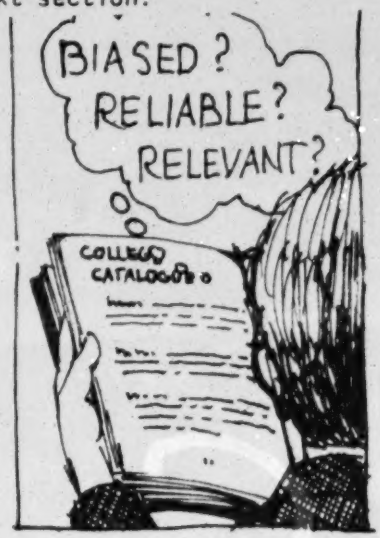
Also developed were teacher-counselor booklets or resource guides for each learning unit. Usually these guides included:

1. Goal statements and performance objectives of the unit.
2. Length of unit and each lesson within it.
3. Materials necessary to deliver the unit.
4. Enrichment activities.
5. New vocabulary.
6. Teacher preparation tasks.
7. A brief descriptive statement of each lesson.
8. Answer keys, to end-of-unit tests, where appropriate.
9. Points to cover in individual or group discussions with students.

The following page contains a sample section of such a teacher-counselor supplement. It shows the instructional sequence for one performance objective, including the materials with which students work.

A completion of this section's activities emphasizing top priority goal statements selected for implementation in Mesa schools during 1973 set the stage for program trials. These involved both field tests and then larger scale operations. These field activities and the actual units and programs selected for implementation are described in the next section.





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IV. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT 201:00 (review this with all students; make certain they understand it as the purpose of this unit)

The learner will understand his abilities and interests, and other characteristics to facilitate a more realistic career exploration.

A. INSTRUCTIONAL SEQUENCE 201:01

Performance Objective 201:01: Given a list of five statements, each describing a different personal characteristic, the learner will indicate in every case which type of personal characteristic is described: an ability, an interest, a value, a physical trait, or a personal-social behavior.

Instructor's Information:

1. Estimated Lesson Time: 30 minutes
2. Suggested Grouping: Class 15 to 30
3. Appropriate Subject Areas: Guidance, Vocational English, Social Studies
4. Content Outline:
   a. Abilities -- things you can do
   b. Interests -- things you like to do
   c. Values -- things that are important to you
   d. Physical Traits -- your appearance and health
   e. Personal and Social Behavior -- your action when you are by yourself or with others
5. New Vocabulary: None
6. Learner Prerequisite: S 200:00

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7. Instructor's Preparation Tasks:

   Obtain booklets "Personal Characteristics" and work through.
   Test: Personal Characteristics

8. Resources: Booklet "Personal Characteristics"
   Test "Personal Characteristics"
   Answer sheet "Personal Characteristics"

9. Instructions -- Learner Worksheets or Packets:

   When the learner needs personal evaluation for (a) traditional class, (b) careers class, (c) self-curiosity, he will become aware of what "Personal Characteristics" are as the first step. In this instructional sequence, each learner will: (a) read booklet "Personal Characteristics"; (b) complete test on personal characteristics; and (c) check the answers with the instructor.

   Learner will know what personal characteristics are and have general knowledge of how to identify each type. Learner will start applying these concepts to himself.

10. Other Options: None

11. Enrichment:

   Fast -- SRA Booklet "Discovering Your Real Interests" by Blanche B. Pulson
   SRA Booklet "Your Personality and Your Job" by Daniel Sinick
   SRA Booklet "Exploring Your Personality" by William E. Henry
   Slow -- SRA Booklet "Your Abilities"

12. Evaluation: An end-of-unit test on "Personal Characteristics" should be administered.

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V. IMPLEMENTING GUIDANCE PROGRAMS

Implementation Tasks

Once the purposes, goals, and objectives of a career planning and development program are carefully specified and materials are collected or developed for it, the selected students must have ample opportunities to participate in activities that will help them achieve their performance objectives. The likelihood that youths will be exposed to such opportunities will be increased if counseling personnel execute these tasks:

- arrange field tests of materials and procedures;
- revise or replace material which does not meet the criteria set for it as indicated by measurements conducted during field tests; and
- implement each program with the help of qualified counseling personnel and have it operate as it was planned and structured, with few (if any) negative side effects.

In this phase, process evaluation is used to measure the effectiveness, efficiency, and desirability of all aspects of implementation. The data from this type of evaluation should answer the questions: Did we deliver what we promised? Did we deliver in the most efficient, effective, and desirable way?

Field Test Procedures

Mesa Public Schools devised procedures for critiquing, field testing, and revising units. Points considered in field testing included the following:

1. Appointing one person to be a school coordinator, and to be responsible for coordinating and contracting with school staff for unit development, as well as insuring delivery, implementation, return, and critiquing of units at each school.
2. Devising a reaction instrument that was simple, yet detailed enough to give adequate kinds of information about the units.
3. When possible, having more than one person available for observation and evaluation while students were working with units. For example, for units written to be delivered through a social studies class, arrangements were made for a counselor, team teacher, or school coordinator to observe and assist while the unit was being implemented. Having reactions from more than one source was helpful during revision of the unit.

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4. Insisting on frequent critiquing sessions. Unless strengths, weaknesses, enrichment ideas, and alternative approaches are noted frequently, there is a good chance that valuable information will be lost.

5. When possible, arranging to have each school coordinator participate as a member of the revision team so that proper interpretation of critiquing information would be realized.

6. Having the coordinator periodically review the needs (material, ideas, training, encouragement) of each person field testing a unit.

Based on feedback from pilot tests conducted during the spring semester of 1973, all units were revised by counselor-teacher teams during the summer months.

Competencies of Counseling Personnel

Just as materials are developed to help students achieve their performance objectives, counseling personnel (especially counselors) must have competencies which contribute to that end. Mesa Public Schools created a model of counseling personnel competencies with which each staff member may compare himself to see: (1) which skills he already possesses and (2) which skills he does not have, for which training will need to be arranged.

The outline on the next two pages summarizes the competencies associated with planning, structuring, implementing, evaluating, and revising guidance programs. Implementation competencies include communication skills and behavior assessment and change techniques that counseling personnel require in order to interact effectively with students. It is not expected that every staff member will necessarily possess every competency; however, each person is expected to have some sub-set of these competencies in order to fulfill his role.

Mesa Public Schools is in the process of developing training packages which will help staff members to quickly and efficiently assess their current skills and gain new ones. Packages related to five subcategories of competencies will be completed by June, 1974, and others will be developed as funds allow. Each package is being designed to take the average trainee 10 - 15 hours of instructional, practice, and evaluation time. These packages facilitate in-service training and encourage immediate applications of the learner's new skills.

Of course, many of the Mesa Public Schools' counseling personnel already have many of the competencies listed, and have used them to implement the programs developed so far.

Implementation at the Elementary Level

During the 1972-73 school year, three units were developed for levels K through 3 and pilot tested in 27 classrooms in 13 schools throughout the district. The units relate to top priority goal statements identified for the elementary grades in these areas: self-awareness, problem solving and

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COUNSELING PERSONNEL COMPETENCY SUMMARY

Broad Categories of Competencies	Subcategories of Competencies (Expressed as abilities of personnel who plan guidance, counseling and placement programs)
I. Orientation	A Comprehensive Approach to Program Development
	I:A Explain to another person the comprehensive approach to guidance, counseling, and placement
	I:B Explain the advantages of the comprehensive approach
	I:C Explain how competency-based training in this series is related to using the approach
	I:D Indicate what training, if any, is relevant to self
II. Planning guidance, counseling and placement programs. Conducting Context Evaluation of the program planning decisions and activities.	Planning Programs
	II:A Define Philosophy, Purposes and Target Groups
	II:B Assess Current Context and Programs
	II:C Assess Desired Outcomes
	II:D to II:G Identify Youth Needs; Write Goal Statements and Student Outcomes; Communicate and Evaluate the Planning Decisions and Activities
III. Structuring guidance, counseling and placement programs. Conducting Input Evaluation of decisions and activities occurring during the program structuring phase.	Structuring Programs
	III:A Specify Immediate Program Participants and Objectives
	III:B Investigate, Select, and Structure Program Procedures
	III:C Communicate and Evaluate Program Structuring Decisions and Activities

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IV. Implementing guidance, counseling and placement programs.

Conducting Process Evaluation or program implementation decisions and activities.

Implementing Programs

IV:A State Procedural Objectives and Implementation Strategies

IV:B Select Program Staff and Initiate Staff Development Activities

A wide array of counselor competencies pertain here. For example, staff members should:

IV:B:1

Relate effectively (language, rapport, respect, fairness, support), to students, parents, and teachers.

IV:B:2

Utilize (1) existing instructional packages; (2) tests; (3) various counseling approaches (client centered, existential, Gestalt, psychoanalytic, rational-emotive, transactional analysis); (4) specific strategies (use a problem-solving process to help clients meet their needs; help clients acquire and apply decision-making skills; demonstrate personal and social contracting techniques; engage clients in role playing and behavior rehearsal activities; assist clients in a self-assessment process; help clients acquire and apply behavior observation and analysis procedures; help clients learn and practice self-confrontation; train clients in relaxation and desensitization techniques; employ reward, extinction, and punishment principles with clients while helping them use these tools to shape behavior in their own lives; assist clients to acquire and use self-management and self-control skills); and (5) various modes (individual and group counseling and guidance).

IV:B:3

Analyze key factors of the educational system (learning environment, relationship to the community, resources, requirements, curriculum, scholarships, strengths, weaknesses) and their relationships to guidance, counseling, and placement programs.

IV:B:4

Be sensitive to contemporary problems (drug, racial, sexual) and traditional problems (family, academic, social skills).

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	IV:C Prepare Field Test Sites
	IV:D Communicate; Conduct, Report and Apply the Results of Process Evaluations
V. Making Decisions regarding future guidance, counseling, and placement programs and changes in present programs.	Making Decisions Based on Program Costs and Impact
	V:A Design, conduct, and report product evaluations.
Conducting Product Evaluation of the costs, effectivness, efficiency, and benefit of these programs.	V:A:1 Determine if students have satisfied their career planning and development needs.
	V:A:2 Determine if the satisfaction of students' needs can be attributed to the effects of the field test program(s).
	V:A:3 Determine any positive or negative unanticipated effects.
	V:B Determine the costs of the field test program(s), relate these costs to the effects of such program(s), and summarize and display cost-effectiveness ratios.
	V:C Design, conduct, and report studies that identify the most cost-efficient procedures and programs.
	V:D Design, conduct and report cost-benefit studies.
	V:E Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale.

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decision making, and interpersonal development. For example, in the latter area a year-long program entitled "Interpersonal Relations" was devised for 5-7 year-olds in order to orient them to intrapersonal and interpersonal behaviors and feelings. Revisions of this, and the other two units, were made after information was compiled from the pilot tests. Revised copies will be available for more thorough field tests during the 1973-74 school year.

Implementation at the Junior High Level

Two schools were chosen as experimental schools and one additional school was selected to provide a comparison group for pilot tests of the junior high guidance units. The two experimental schools were Kino Junior High and Powell Junior High.

Powell was the first to begin instruction and presented five units to 105 seventh-grade students in four social studies classes during the first semester of the 1972-73 school year. These units, focused in the area of interpersonal behavior and feelings, are entitled: "Orientation," "Someone to Talk to," "Emotions," "Friends," and "Love." Kino chose to field test their units during the second semester and presented them to approximately 90 seventh graders in reading classes. In all cases where these units were used, counselors combined with classroom teachers to assist in the delivery of the units to the students.

Implementation at the Senior High Level

Mesa High School (grades 10 - 12) was selected as the school at which the career guidance units were pilot tested during the 1972-73 school year. The units were used in an existing English course entitled "English and Careers." This was a one-semester elective class which could be taken by students at any grade level. The English Department used phasing extensively and students could elect to take the course in any of the five phases.

During the first semester pilot test, the counselors did the actual teaching of the units while the teacher observed and assisted. During the second semester, evaluation instruments were administered and the teacher taught the units. When necessary, the guidance center provided counselors to monitor units, lead group discussions, counsel individual students and assist in other ways. In the course of the year, approximately 200 students of all levels of academic achievement and grades were exposed to the units.

Since most of the units were designed so that each student progressed at his own rate, the role of the teacher and counselor was more that of resource people: they checked on student progress; led small group discussions on important points; conferred with individual students when their need so dictated; suggested supplementary activities to both fast and slow learners; helped students with end-of-unit evaluation procedures; and facilitated student learning by making certain that appropriate materials, resources, and people were available as the students needed them.

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VI. MAKING DECISIONS BASED ON EVALUATION DATA

Product Evaluation Tasks

Evaluation is an important component of each of the aspects of program development which have been discussed. Thus, context evaluation was linked to planning, input evaluation to structuring, and process evaluation to implementation. All of these are types of formative evaluations which help to improve the processes by which program planning, structuring, and evaluation take place. During implementation, it is possible to turn to product evaluation which ascertains whether programs are:

1. producing the products, or outcomes, for which they were designed; and

2. resulting in unanticipated side effects, both positive and negative.

To accomplish this summative evaluation, the following tasks should be achieved:

- determine the costs, short- and long-range effects, and cost-effectiveness, and cost-efficiency relationships of the programs;

- report upon the overall desirable and undesirable outcomes and side effects of each program;

- make decisions regarding: additional qualifications required of counseling personnel; modification of available resources and the need for new resources; modification of existing programs; and follow-up programs which may be required.

Evaluation Data at the Elementary Level

Evaluation conducted at this level to date has concentrated in the areas of input and process assessment primarily focusing on formative evaluation of preliminary drafts of the elementary units. Teacher reactions have been emphasized to this point. Three types of data were collected to facilitate program improvement. First, teachers participating in unit pilot tests rated each unit on five variables. For example, for the Level I unit entitled "Interpersonal Relations" the following averages were obtained on a 100-point scale where 50 represents the mean and 7 teachers responded:

Overall evaluation	82
Ease of preparation	84
Ease of delivery	82
Student reception	86
Clarity of instruction	75

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Second, each teacher answered open ended questions on a response sheet on each of the lessons of the 1972-73 version of each unit. For example, the following are teacher comments on 2 of the 20 lessons in the "Interpersonal Relations" unit. These are displayed here since they illustrate both positive and negative reactions.

Lesson 7:

I LIKED

. Filmstrip and tape were very cute!

. The song, the filmstrip and the tape.

. Children enjoyed the slides and tape very much.

. The children and teachers loved Little Emo.

I DIDN'T LIKE

. Having to fill in who was not singing or talking about Little Emo. Too difficult to remember to write down.

. Tape recording needs improvements.

. Filmstrip would have been much easier.

Lesson 8:

I LIKED

. The children really enjoyed this lesson. It created a lot of excitement among them. Also, they were given the opportunity to use their imaginations. They enjoyed sharing their pictures with each other.

. Children's imaginations were really stimulated.

I DIDN'T LIKE

. The story was difficult; it limited their imagination, but was satisfactory.

Third, in the case of the units on interpersonal behaviors and feelings, teacher checklists were used to ascertain what percentage of children were not verbalizing during the lessons and to determine if this percentage decreased

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as the unit progressed. This was an important evaluation issue since one of the objectives of these units is to give children an opportunity to verbalize their feelings. For example, when the Level I unit on "Interpersonal Relations" was pilot tested with 142 children in 5 classrooms, 7 percent of them did not respond during the first third of the unit. This decreased to 6 percent during the second third, and 3 percent during the final third.

Although such results are indicative of possible student changes, they are too meager and subjective to draw rigorous conclusions. However, these data have helped elementary counselors make important modifications in their units. Between January and June 1974 more controlled field testing will occur on the three pilot tested units. The proposed field tests will stress objective assessment of student outcomes but include student, staff, and parent reactions as well.

Evaluation Data at the Junior High Level

The 1972-73 school year emphasized input and process evaluations similar to that described above for the elementary level. However, the data collection process here was not as formalized as that implemented with elementary school teachers. Anecdotal comments and suggestions were gathered from staff involved in the experimental activities at Kino and Powell Junior High schools. During the summer of 1973, this information enabled teachers and counselors to revise the junior high program on interpersonal needs.

In addition to this formative evaluation of instructional-counseling units, the pilot tests at Kino and Powell enabled staff to try out two evaluation instruments and their related procedures for producing summative evaluation data. These are currently being modified on the basis of information collected during the trials. Revised evaluation products will be available for more controlled field tests to be implemented no sooner than December 1973.

The two tests used during 1972-73 at the junior high level have a criterion-referenced format. This type of evaluation instruments and procedures is necessary to assess each student's knowledge, attitudes, and skills relative to the predetermined achievement standards specified in the performance objectives developed for each guidance unit and individualized program. Criterion-referenced tests are designed to produce data that are directly interpretable in terms of clearly delineated performance standards. The purpose of testing is to determine each student's status with respect to these standards both before and after his participation in a guidance program.

The two junior high instruments can be classified as "guidance survey tests" since each of them was used to assess each student's achievement of his goals and objectives on two or more individualized learning units. In most cases, three or more items were written for each student performance objective in these units. The junior high data available for analysis (if a decision is made that the pilot testing of the instruments and procedures indicates that the data are sufficiently reliable to warrant this additional effort) resulted from two administrations of the survey tests; once before Powell and Kino students started work on the units, and once after they completed all units. At the

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same time, similar data were collected from students in comparable classes in another Mesa junior high. These latter data provide an opportunity to compare the effects of the experimental guidance program with those produced by guidance programs regularly available to students in the comparison school.

If data analyses are completed for the two survey tests, they will be performed on information collected for each student performance objective for which reliable data are available. For each objective, it will be determined whether the experimental and comparison groups have the same proportions of individuals who showed achievement of each objective following program implementation that they had not attained before experiencing the program. A statistically significant difference in these proportions will be expected in favor of the experimental students. To contrast the proportions of responses made by the experimental and the comparison groups, Chi-Square and Fisher's Exact Probability statistical tests will be computed for each objective. For each appropriate objective, each student will be expected to answer correctly 75% of its survey test items. When the proportions of experimental and comparison students achieving this criterion are contrasted, a statistical difference at least at the $p < .05$ level will be expected before it can be reported that the experimental and the regular programs produced differential effects on their target student groups.

Evaluation Data at the Senior High Level

All counseling-learning units field tested at Mesa Senior High School during 1972-73 received the same type of input and process evaluation implemented on elementary and junior high units. Data collected through this formative evaluation process enabled program counselors and teachers to revise these units between June and September of 1973. At the same time, criterion-referenced survey tests specially designed for this project and two currently available survey tests related to, but not closely correlated with, the general goals of the high school educational-vocational guidance program were administered along the lines just described for the junior high schools. Experimental and comparison students at Mesa High took these tests before and after the special program was administered to the experimental students. Perhaps the most salient evaluation finding regarding the impact of the 1972-73 English and Careers classes was that collected through an unobtrusive measure--student requests for participation in the 1973-74 classes of this course. Enrollment has more than tripled since over 600 student requests have been received for the 1973-74 course, compared to the 200 students enrolled in 1972-73. This subjective reaction evidence was supported by student self-reports, attitudes, and opinions collected on some of the items of a self-administered survey instrument developed by the American College Testing Program.

During the spring semester 1973, this survey, entitled "The Assessment of Career Development" (ACD), was administered on a post-treatment only basis to 58 tenth, eleventh, and twelfth grade students enrolled in this elective course and 102 comparable students in standard English classes where no special career guidance and counseling assistance was provided. Seven items designed to assess student reactions to their career guidance experiences

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provided the most relevant evaluation data for the high school program. All findings were analyzed by Chi-Square statistical tests. It was found that students in this experimental course responded significantly more favorably on the following variables than did the comparison students experiencing the regular guidance services:

- their perceptions of the help they received from files on job descriptions, pamphlets, or books on jobs
- their perceptions of the help they received from films on jobs, talks by workers, career days, and tours
- they perceptions of the help they received from discussions with their counselors concerning education and job plans after high school
- their perceptions of the overall help in career planning they received from their school

At the same time, the two groups of students did not make statistically different responses on the three remaining items. Those questions involved these variables:

- their perceptions of the help they received from class discussions teachers led on the topic of jobs related to subjects
- their perceptions of the usefulness of small group meetings to discuss what they wanted from jobs and education plans
- their perceptions of the accessibility of their counselors

It appears that similar supportive but highly subjective evidence favoring the experimental program was collected on a second general survey instrument--the Goals and Behaviors Survey. This survey attempts to assess students' attitudes toward having both career goals and plans for achieving them, and whether they currently have specific goals in the various career areas. If they respond that they have goals, they are asked to indicate the degree to which they participated in the process of selecting these goals. Finally, they report the approximate number of times during the past year that they have sought help in relation to their goals and plans and with whom. The instrument was administered to the experimental and comparison students at the beginning of the spring semester and was readministered at the end of that term. A cursory scanning of student responses indicated that the post-treatment reactions of the English and Careers students seemed much more positive and detailed than were their responses at the beginning of the semester and the responses made by comparison students on both occasions. However, detailed analyses of this instrument's data were postponed in order to complete those applied to the two-survey tests which contained items directly keyed to instructional objectives in the experimental educational-vocational program. These instruments were designed to provide the desired objective data which would go beyond student and staff subjective reactions to the program by providing information on exactly what knowledge and skill outcomes students achieved as a result of the program.

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These tests were administered to experimental and comparison students on a pre- and post-treatment basis. Complete sets of data were available on 15 objectives for 52 experimental and 87 comparison students. These data were analyzed using the 75% criterion level, the Chi-Square and Fisher's Exact Probability tests, and the expected level of statistical difference at $\rho < .05$ described in the preceding section on evaluation at the junior high level. The results were not as encouraging as those produced by the ACD. Significantly more English and Careers students achieved 2 of the 15 objectives than did the comparison students. In addition, they produced trends in the desired direction on 8 other objectives, while the comparison students tended to excel on the remaining 5. However, the differences on these latter 13 objectives were not large enough to attain the desired level of statistical significance. The lack of definitive differences on these 13 variables tends to minimize the importance of the 2 objectives on which significant differences resulted.

Although these results were discouraging, they provided useful formative evaluation information from the spring 1973 pilot tests. Plans are now being set in motion to rectify possible problems indicated by the above results. It is impossible to detect exactly what factors produced these unexpected effects. Errors in the data scoring and analysis procedures were ruled out once these procedures were double-checked and found to be accurate. However, the following factors have been identified as potential problems: (1) possible unreliable and invalid test items; (2) possible unrealistic test procedures confounded by heavy test demands made by programs other than the experimental guidance program, resulting in test fatigue on the part of the experimental students; (3) treatment effects possibly lessened because counselor monitoring and involvement in the classrooms was not as much in the spring semester as it was in the fall semester of 1972-73; (4) possible lack of student commitment to the purposes and procedures of this guidance program since the treatment was in effect "laid on" them (whereas 1973-74 students are requesting this class with more knowledge of what it contains); and (5) possible lack of comparability of the academic abilities and motivations of experimental and comparison students (it appears that the initial attempts to insure comparability were not implemented effectively). It is anticipated that if tighter controls are exerted and improvements on at least the above five factors are made during the field test to be conducted during the spring of 1974, more favorable effects will be realized by students and staff participating in the educational-vocational guidance program.

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VII. THE FUTURE OF MESA'S CAREER GUIDANCE PROGRAMS

The activities which have been described in this report have gained national attention and stature for Mesa Public Schools. With the needs of students as its focus, and with the support and participation of the community, administrators, school personnel, and students, the district has taken a major step toward building truly innovative, student-centered guidance, counseling, and placement programs. It plans to build upon this foundation during the 1973-74 school year.

Plans for the Elementary Level

Activities during 1973-74 in the elementary schools will concentrate on: (1) continued program development and (2) short-range summative evaluation of three revised units pilot tested during the 1972-73 school year. In the program development area, the unit entitled "Interpersonal Relations," which orients students to the nature and consequences of intrapersonal and interpersonal behaviors and feelings, will be expanded to similar units for 6 to 8 year olds and 7 to 9 year olds. In coming years, the remaining elementary levels will be provided with similar units. This type of developmental sequencing and unit extension also will be conducted with the other two units pilot tested in 1972-73. Additionally, some of the 10-hour units will be shaped into "mini-units" to supplement the year-long programs represented by the three available units or to serve as alternate programs.

As for program evaluation, once the three units already developed have been refined during fall 1973, they will be field tested between January and June 1974. Each unit will be field tested with at least two classes in each of two elementary schools from completely different socioeconomic neighborhoods within the Mesa school district. At each school, students in at least one class (preferably two classes), comparable to those in which the experimental program will be implemented, will serve as a control or comparison group. These students will receive no special program assistance. As well as involving the collection of data of a criterion-referenced type from students in both the experimental and the comparison settings, the 1973-74 evaluation will gather data on the unexpected side effects produced by the units and reactions that participants, parents, and staff have to them and the program.

While the above field tests are being conducted, units developed during 1973-74 will be pilot tested. The latter tests will be made in one "research and development" school setting so that their procedures and outcomes will not be confounded with those of the field tests. Three other schools will serve as demonstration schools in which no major efforts for evaluation or continued research and development will be made.

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Plans for the Junior High Level

Extensive revision of units pilot tested in 1972-73 took place during the summer of 1973. At the same time, new units were created. More pervasive implementation of the revised units with seventh graders in all junior high schools across the district will be attempted. The new units will be pilot tested in various classrooms throughout the school district during 1973-74 while the primary evaluation attention turns to more well-controlled and designed field tests.

As in 1972-73, two schools have been chosen to use the guidance units in the seventh grade and provide criterion-referenced evaluation data with pre- and posttest results. Procedural and unanticipated side effect information will also be collected. These evaluation activities will focus on Poston Junior High, which is the primary school chosen to provide this information. Most other junior highs will be using the units in some of their classes and will not stress evaluation. Beginning in December 1973, at least 120 experimental and 65 comparison students at Poston will be involved in this field test. It is hoped that field tests also can be conducted at Kino Junior High.

The basic units to be field tested are: "Orientation," "Someone to Talk To," "Friends," "Emotions," and "Love." New units developed or under development are: "Decisions" and "All About You" for Grade 7; "Information Explosion" for Grade 8; "What Do I Like, What Can I Do?" for Grade 9; with "Parents" and "How to Study" being developed for Grades 7, 8, and 9.

Plans for the Senior High Level

As mentioned in the section on senior high evaluation during 1972-73, the English and Careers class which includes the guidance units has proven popular. The number of classes to be taught has grown from six each year to eighteen for the 1973-74 school year. The number of participating students has grown from 200 to over 600. There are now four teachers working in the program. The units which teachers, counselors, and students revised during the summer of 1973 continue to be used in the English department. During the spring semester, a quasi-experimental study, building on improvements made in the evaluation instruments and procedures pilot tested during 1972-73, will be conducted with some of these classes and similar comparison groups. At the same time, other departments are being contacted regarding their participation in all or part of this program and possible extensions into other programs such as ones involving interpersonal and intrapersonal behaviors. The guidance staff of Mesa High, the business department, vocational education coordinators, and the directors of guidance and vocational education have begun work on designing an enlarged work observation, work experience, and job placement program to meet the needs not only of the students who have progressed through the units, but of all the students of the high school. This articulation of educational-vocational planning activities and placement services is seen as a necessary and highly desirable area of progress for 1973-74.

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Plans for a Self-Help, Multi-District Cooperative

Mesa Public Schools is moving in the direction wherein students will have an opportunity to understand their abilities, interests, and other personal characteristics. In addition, they will have assistance in organizing important aspects of their life plans, both in school and beyond school. School districts throughout the country are struggling to develop and implement similar concepts and are looking to Mesa as a model. Representatives of many school districts have expressed active interest in building their own programs on the foundations Mesa has constructed. Mesa incurs significant costs in responding to requests for information, assistance, and on-site visitation. Some ways of alleviating this burden must be considered.

At the same time, there are school districts other than Mesa that have developed additional or alternative aspects of career education, guidance, counseling, and placement. Mesa would benefit from an opportunity to utilize some of these programs, or segments thereof, at considerably less expenditure of time, money, and personal resources than if these components had to be planned and designed locally. However, a vehicle for such dissemination, review, and sharing does not currently exist. Such a vehicle would also provide Mesa staff with an opportunity to make an external validity check on guidance programs they are offering to students. This type of out-of-district critiquing process could help staff determine if such programs are as innovative, cost-feasible, and comprehensive in the eyes of outsiders as they are in the eyes of Mesa personnel who developed them. At the same time, these Mesa staff members could collect outsiders' ideas on possible strategies for helping meet student needs which had been considered as too difficult and expensive to meet in current Mesa programs.

Finally, there is a need for program revitalization so that staff members are consistenly motivated and assisted to keep Mesa school programs responsive to student needs and to continually evaluate how successfully they are meeting these needs. One source of such motivation can be opportunities for professional recognition and interaction with school personnel outside Mesa. Sharing with and providing assistance to other professionals as well as learning from them should provide the desired regeneration effects to Mesa participants and may draw in Mesa staff some of whom may otherwise be reluctant to expend the extra time and effort to become involved with potential improvements in career guidance, counseling, and placement.

This multifaceted problem is to bring together the above needs of the Mesa Public Schools and those of other school districts. The suggested solution is the establishment of a CAREER GUIDANCE, COUNSELING, AND PLACEMENT COOPERATIVE, to be operated (at least during its initial year, 1974-75) from a Mesa Coordination Center. The COOPERATIVE would be based on the concept of self-help and leadership, rather than be dependent on special project funds from local, state, and national sources. Its costs would be shared by all districts. Membership fees would be assessed all districts except Mesa, which would contribute facilities and space. Part of the Cooperative's funds would be available for continued research and development by Mesa staff and the American Institutes for Research.

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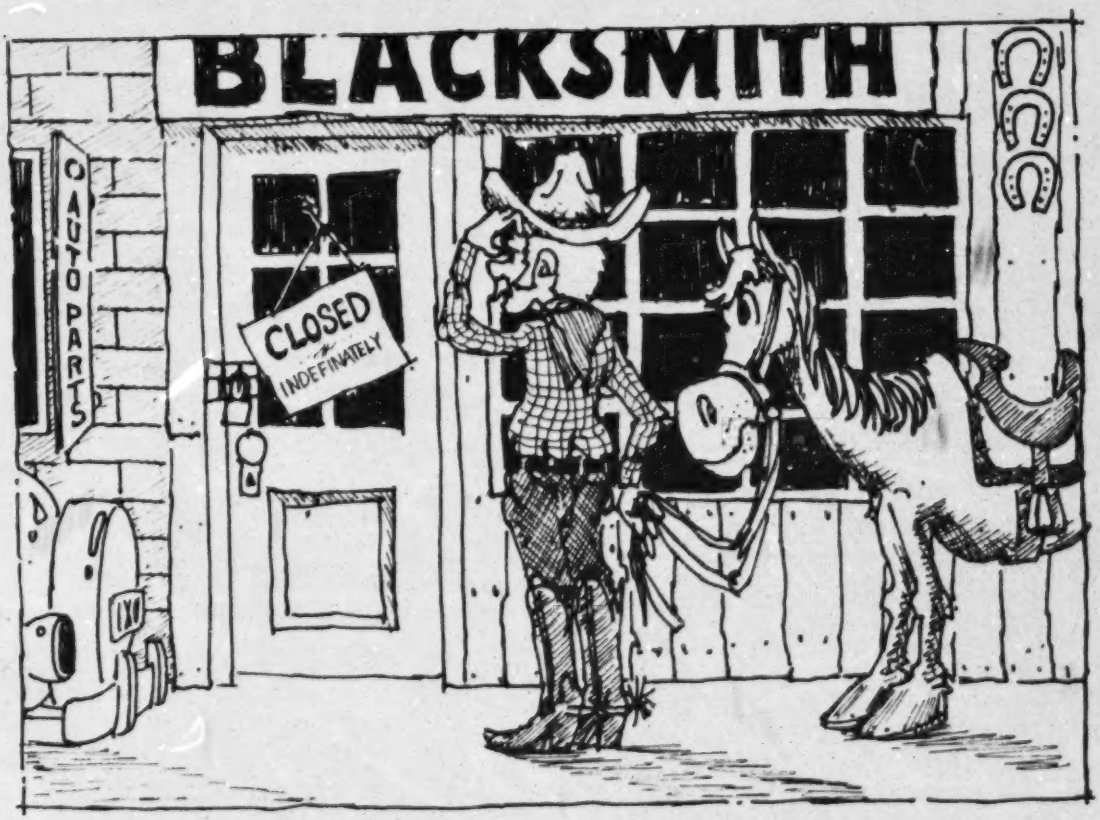
Planning and, probably, initiating this Cooperative will be another one of the key activities for 1973-74. This concept is seen as a natural extension of research and development funded in the field of career guidance, counseling, and placement in Mesa over the last two years. In attempting this further innovation, Mesa could provide necessary leadership for national and state improvements in this field as well as continue to revitalize career guidance locally.



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